SPAN 302: Introduction to Literary Comprehension

Instructor: Timothy Wilson
Office: 606C Gruening
Office hours: T/Th 2-3

Email: tim.wilson@alaska.edu
Phone: 474-5463

Class time and place: T/Th 9:45-11:15 in GRUE 304
Prerequisites: Spanish 202 (or equivalent through testing or transfer); English 111 and English 211. Please see me right away if you have not met any of these.

COURSE MATERIALS

Our texts for the class can be found on the BlackBoard site for this class. These materials are required reading. You are responsible for printing out and bringing to class the correct readings for any given day. Supplementary readings may occasionally be provided, and they are also required reading.

DESCRIPTION

This class is an introduction to the literature of the Spanish-speaking world. It is a brief chronological survey whose goals are to introduce you to literary genres and movements, to help you to read and understand texts, and to give you practice talking and writing about them in Spanish. Since this course is writing-intensive, we will focus on the improvement of your written Spanish (a process that includes rough drafts and editing) but that by no means indicates that there will be no oral component to the course. You are expected to come prepared and to participate actively in class discussions and group work. The course will be conducted in Spanish. This is an "W" designated course, emphasizing formal academic writing, and meets upper-division writing intensive requirements for the baccalaureate core.

COURSE OBJECTIVES

Course goals

- Provide an introduction to the literature of the Spanish-speaking world, including some literary genres and movements
- Increase reading comprehension
- Develop skills for analysis of texts and for written communication
- Appreciation and enjoyment of texts

Expected student learning outcomes

- Students will demonstrate basic knowledge of Hispanic literature
- Students will increase their comprehension of written Spanish
- Students will demonstrate ability to respond critically to texts in a formal written format.
- Students will improve oral Spanish communication

INSTRUCTIONAL METHODS

This class will have a lecture/discussion format, but weighted more heavily toward discussion than lecture. Students can expect the course to consist mainly of reading and subsequent discussion, followed ultimately by students' written reaction. In class, there may be some small element of lecture, but the professor will act principally as facilitator of interaction. There will be a great deal of whole class interaction, as well as some small group interaction. There may also occasionally be some (educational) games. The other important interaction will be the individual communication between professor and students on the topic of improving writing skills. The professor will give written feedback to students on class papers, and will be happy to meet individually with students to conference about those papers.
LANGUAGE LAB
There is a language lab located on the 6th floor of the Gruening Building, in Gruening 609. This space is open from 8:00-5:00 Mon-Friday, and all foreign language students are welcome to take advantage of the study space with its foreign language software, magazines and books. We also have tutors who can help you with your Spanish (or French, German, Japanese or Russian!). This service is provided FREE of charge, and they can help you with your homework, or are happy to act as a conversation partner with you. The tutors have regular scheduled hours when they will be there each week; current information about their hours can be found on the departmental website: http://www.uaf.edu/language/about/facilities/

EVALUATION
To measure the expected learning outcomes, we will use the following resources:

A. Participation (la participación)
Participation is impossible without attendance, but attendance is not the same thing as participation. Speaking, listening, and interacting with others are essential parts of the learning process. Therefore you will be graded on your classroom performance—not necessarily on whether you get the “right answer,” but on whether you are in class, with your materials, prepared and willing to speak. Participation will be evaluated regularly (See “PARTICIPATION GRADE CRITERIA” below). From 0-5 points will be awarded each week. Warning: As participation figures as a large percentage in your evaluation, you might be surprised to see the damage that regularly receiving 3 points or 0 points will do to your final grade.

B. Reading notes (apuntes)
Your daily reading assignments are in the syllabus. You are expected to have read each text and understood it to the best of your ability (we’ll talk in class about some reading strategies). This includes looking up unfamiliar words and working through difficult sections. To help with your comprehension and to help you form good habits, I have supplied you with a form that should used for taking notes on the main information about each work. The apuntes sheet template can be found on the BlackBoard site. Each day it will be assumed that you have filled it out, and you should expect to be called on to answer from your notes. These notes will also be collected and graded. I think you will find these forms extremely valuable; not only for class discussion, but also as review sheets come exam time, as all the information is collected in one place.

C. Papers (trabajos escritos)
There are three papers due during the semester—one at the end of each section (19th century, early 20th century and late 20th century). The topics will be posted on BlackBoard. Each paper should be 2-3 pages long, double-spaced and typed. (Please see the page entitled “WRITING ASSIGNMENT GRADING CRITERIA” below for exact instructions, and for tips on how to get a better grade on papers.) For each paper, you will write a rough-draft (the borrador), and we may work on it in class. The rough draft and any in-class editing are not optional- your paper grade will go down by one letter for each step that you skip. The grade of any assignment handed in late will be lowered by one letter grade per class period missed.

D. Exams (los exámenes)
There is a mid-term and a final, which will include material from your readings and class. Format will be discussed in class and dates are on the syllabus.

FINAL GRADE
Components of the Final Grade and weight by percentage participation

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<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tr>
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<td>preparation and reading</td>
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<td>10%</td>
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<td>final exam</td>
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<td>3 papers</td>
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Grading scale

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<td>A</td>
<td>93-96</td>
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<td>A-</td>
<td>90-92</td>
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<td>B+</td>
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COURSE POLICIES

- **Attendance.** Allowances will be made for a few reasonable and unavoidable absences, but unexcused absences will detract heavily from your grade. As dictated by the standard policy for all Spanish classes, beyond the first 2 absences, each additional unexcused absence will lower your **FINAL course grade** by 1.5% (and missing 14 hours of class or more will result in an automatic “F”). Therefore, if possible please let me know ahead of time if you will have to miss.

**Number of Allowable Absences and Amount Grade is Lowered for Excessive Absences**

<table>
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<th>total # of contact hours in semester</th>
<th>3 credit classes</th>
<th>5 credit classes</th>
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<tr>
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<td>42 hrs</td>
<td>70 hrs</td>
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<td># of hrs must be present to pass (2/3 of semester)</td>
<td>28 hrs</td>
<td>47 hrs</td>
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<tr>
<td># of hrs absent that results in an F (1/3 of semester)</td>
<td>miss &gt; 14 hrs</td>
<td>miss &gt; 23 hrs</td>
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<tr>
<td>How often class meets</td>
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<td>2 days/wk</td>
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<td># of missed days allowed</td>
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<td>2</td>
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<tr>
<td>% that final grade is lowered for each add. absence (-1% for ea. hour missed)</td>
<td>3%</td>
<td>1.5%</td>
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- **Preparation.** This course requires thorough preparation and rigorous analysis of the assigned readings. Be prepared to read texts AT LEAST twice (if not three times or five times. Many of our texts are short; this does not mean you can start your reading of them 5 minutes before class). Your main obligation in the course is to read and to come prepared for every class. You will have a reading or analysis assignment for every class period, and the extent of your preparation will be revealed daily in discussion and evaluation. The culmination of an interesting reading can be an engaging discussion with others, but lack of preparation sabotages this exchange and is therefore a disservice not only to yourself, but also to your classmates. Chronic under-preparation will not be tolerated: it will lead to a low final grade.

- **Missed class.** If you miss class, it is YOUR responsibility to check with the instructor or a classmate to see if you missed any assignment, schedule change, etc.

- **Late assignments.** The grade of any assignment handed in late will be lowered by one letter grade per class period missed.

- **Late arrival.** Students who arrive more than 10 minutes late or who leave the room for extended periods will be counted absent; see me if you know that you will frequently need to arrive late or leave early.

- **Monitoring of course grade.** It is the student’s responsibility to keep track of grades received, in order to monitor progress over the course of the semester, and so be able to make changes in time to avoid receiving a low final grade. I recommend you plan to stop by my office regularly to check on your grades. This is also a good time to discuss any doubts you may have about course material.

- **Communication with instructor.** Fulfillment of class requirements is the student’s responsibility. The syllabus is very clear and complete, with all assignments spelled out, so there is no excuse for not doing them on time, etc. In other words, the grade you get is completely your responsibility. With that said, students’ learning is my first priority—I want to do anything I can to help you succeed. I am
available very often in my office hours (if you can’t make my regular hours, we’ll set up another time),
and I welcome questions, doubts and problems of all kinds. If there is anything you feel
uncomfortable, worried or unsure about, chances are, we can straighten it out by talking it over. If
you don’t come talk to me, you have no one but yourself to blame.

- **Course Content.** You may not agree with or approve of all the material presented in class.
  However, part of a university education is being exposed to and objectively analyzing texts
  without applying moral judgement. Texts have been chosen for their educational content and will
  not be substituted to suit individual students’ moral or or political views.

**Appropriate class behavior**

- This classroom will be a safe environment in which we respect each other and the views
  expressed, even if we don’t agree with them. I expect you to be courteous to classmates and
  professor at all times.
- Class time is to be used paying attention to me and your classmates. Please do not use it doing
  homework for either this class or another class.
- I expect you to be courteous to classmates and professor at all times.
- As a courtesy, you should sit up so your face is visible to others in the class
- Side conversations are not acceptable.
- You are welcome to bring a drink or snack to class, as long as you clean up after yourself.
- No tobacco products are permitted.
- Cell phones and other electronic devices **MUST BE TURNED OFF AND PUT AWAY** before
  class begins; there will be **NO** texting or answering phones in class. After 1st warning you will be
  asked to leave class and counted as absent.
- Students who arrive more than 10 minutes late or **who leave the room** for extended periods will
  be counted absent; see me if you know that you will frequently need to arrive late or leave early.

**Students with disabilities.**

UAF makes appropriate accommodations for individuals with disabilities who have been documented by the
Office of Disability Services (208 Whitaker Building, 474-5655). Students with learning or other disabilities
who may need classroom accommodations are encouraged to make an appointment to obtain the appropriate
documentation if they do not have it. Please meet with me during office hours so that I can collaborate with
the Office of Disability Services to provide the appropriate accommodations and supports to assist you in
meeting the goals of the course.

**Student support services.**

UAF is committed to equal opportunity for all students. Students who are the first in their families to attempt a
four-year college degree, or students whose incomes are low, have opportunities for tutorial and other forms
of support from the office of Student Support Services. Please make an appointment with Student Support
Services at 474-6844.

**Student code of conduct.**

As a UAF student, you are subject to UAF’s Honor Code:

“**Students will not collaborate on any quizzes, in-class exams, or take-home exams that will contribute to
their grade in a course, unless permission is granted by the instructor of the course. Only those materials
permitted by the instructor may be used to assist in quizzes and examinations. Students will not represent
the work of others as their own. A student will attribute the source of information not original with himself or
herself (direct quotes or paraphrases) in compositions, theses and other reports. No work submitted for
one course may be submitted for credit in another course without the explicit approval of both instructors.

Violations of the Honor Code will result in a failing grade for the assignment and, ordinarily, for the course
in which the violation occurred. Moreover, violation of the Honor Code may result in suspension or
expulsion.**”
WRITING ASSIGNMENT GUIDELINES AND GRADE CRITERIA

Your written assignments will be graded according to the following criteria. Therefore, it is in your own best interest to go over these 15 questions before you hand in each paper—honestly going through this process can boost your grade by a letter or even two.

1. Is there a single main idea or focus to the paper? Is there a **brief** introduction with a **clear thesis statement** that really summarizes the main idea of the paper?

2. Does the paper’s treatment of the topic indicate that the student has **thought about** the topic and attempted to develop it in depth, rather than simply putting down a superficial summary of ideas or a repetition of ideas heard in class?

3. Has the writer checked the basic information of the paper to see that it is correct and true? Does the writer stick to facts and avoid broad sweeping generalizations, or claims and assumptions whose veracity s/he cannot prove?

4. Are all the ideas that are presented explored sufficiently?

5. Does the writer include examples and quotes to back up his/her argument?

6. Do the sentences lead into each other to form a logical argument?

7. Is there a well thought-out and logical organization to the essay in general? For example, does each paragraph more or less present one idea or aspect of the argument?

8. Have all “tangents,” superfluous sentences and “filler” sentences been eliminated? Is **every single** remaining sentence important to the explanation of the idea?

9. Did the writer avoid retelling the plot of the work we read, and avoid excessive retelling of literary history that we are all familiar with? (I’ve already read them—I don’t need a summary).

10. Have sentences been polished to remove clumsy expressions and redundancy, resulting in an economical and elegant expression?

11. Are the sentences linked with connecting phrases to make the essay flow?

12. Has the essay been proofread to eliminate basic grammar and spelling errors as well as typos?

13. Has the writer tried to keep his/her personal opinions from coloring the language (except, perhaps, in a personal commentary as a form of conclusion)? Has the writer maintained a **formal tone** throughout, as appropriate in an academic essay?

14. Is the vocabulary used more or less authentic Spanish, that doesn’t resort to “Spanglish” and made-up words? Has care been taken when using the dictionary to choose the right translation, avoiding inventions such as “yo voluntad ir” for “I will go”, or “yo lata hablar español”?

15. Is the paper typewritten in a 12 pt font, double-spaced, and approximately two pages? Was the paper handed in by the due date?
<table>
<thead>
<tr>
<th>Personajes:</th>
<th>Apuntes generales del fondo sobre el autor o el movimiento:</th>
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<tbody>
<tr>
<td>Resumen de la trama/anécdota (continuar atrás, si necesario):</td>
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<td>Escenario/lugar:</td>
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<td>Punto de vista narrativo/Narración:</td>
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<td>Estructura:</td>
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<td>Lenguaje/Estilo/Técnicas:</td>
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<td>Tono:</td>
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<td>Temas/Subtemas (continuar atrás, si necesario):</td>
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<tr>
<td>Resumen del argumento/anécdota:</td>
<td>Apuntes generales del fondo sobre el autor o el movimiento:</td>
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| Rima / métrica (para poemas): | |
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| Lenguaje/Estilo/Técnicas: | |
|---------------------------| |

| Tono: | |
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| Temas/Subtemas (continuar atrás, si necesario): | |
|------------------------------------------------| |
# TENTATIVE COURSE CALENDAR
*(This schedule may be adjusted to fit class needs)*

**Semana 1**
1/16  Introducción al curso

**Semana 2**
1/21  Espronceda, “Canción del pirata”; Bécquer, “¿Qué es poesía?”
1/23  Bécquer, “Rima XI (Yo soy ardiente)”; “Rima XLI (Tú eras el huracán)”, “Rima XXIV (Dos rojas lenguas)”

**Semana 3**
1/28  Avellaneda, *Sab* (excerpts)
1/30  Avellaneda, *Sab* (excerpts)

**Semana 4**
2/4  Hernández, “Martín Fierro” (excerpt)
2/6  Pardo Bazán, “El encaje roto”

**Semana 5**
2/11  entregar trabajo #1—primera versión, Taller de escritura #1, Darío, “Sonatina”
2/13  Darío, “El rey burgués”

**Semana 6**
2/18  entregar trabajo #1—versión final, Lorca, “Canción del jinete”; “La balada del agua del mar”, “La guitarra”
2/20  Lorca, “Romance de la guardia civil española”; Quiroga, “El hombre muerto”

**Semana 7**

**Semana 8**
3/4  Solórzano, “Los fantoches”
3/6  Repaso

**Semana 9**
3/11  examen midterm
3/13  Cortázar, “Los amigos”, “Continuidad de los parques”

3/15-23  **VACACIONES DE PRIMAVERA— NO HAY CLASES**

**Semana 10**
3/25  entregar trabajo #2—primera versión, Taller de escritura #2, Cortázar, “La noche boca arriba”
3/27  Rulfo, “No oyes ladrar los perros”

**Semana 11**
4/1  entregar trabajo #2—versión final, Neruda, “Poema 20”, “Walking Around”
4/3  Neruda, “Desnuda eres tan simple”, “Me gusta cuando callas”, “Cuerpo de mujer”
Semana 12
4/8  Skármeta, *Ardiente Paciencia* (excerto) Cap. 3
4/10 Skármeta, *Ardiente Paciencia* (excerto) Cap. 5

Semana 13
4/17 Luna, “Alfonsina y el mar”, Pedrero, “Resguardo personal”

Semana 14
4/22 Mañas, *Historias del Kronen* (excerto)
4/24 Mañas, *Historias del Kronen* (excerto)

Semana 15
5/1 **entregar trabajo #3—primera versión**, Repaso

**trabajo #3—versión final** due at final exam

**IMPORTANT DATES**

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
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<tbody>
<tr>
<td>Last day to drop and get 100% refund of tuition and fees</td>
<td>Friday, Jan 31</td>
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<tr>
<td>Last day to drop so that course does not appear on academic record</td>
<td>Friday, Jan 31</td>
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<tr>
<td>Spring Break (no classes)</td>
<td>Monday- Friday, March 17-21</td>
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<tr>
<td>Last day for student-initiated and faculty-initiated withdrawals</td>
<td>Friday, March 14</td>
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<td>(W grade appears on academic transcript)</td>
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<tr>
<td>UAF SpringFest (no classes)</td>
<td>Friday, April 25</td>
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<tr>
<td>Final Exam for <strong>SPAN 302</strong></td>
<td>8 - 10 a.m., Thurs, May 8</td>
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PARTICIPATION GRADE CRITERIA

Very Good: 5 points
Arrives to class on time.
Comes to class prepared (texts read two times or more, new words looked up and glossed, basic comprehension of text achieved, basic analysis of text on apuntes sheet complete.)
Speaks only in Spanish.
Participates in all discussions with enthusiasm and a positive attitude.
Contributes actively during whole class and small group discussions; asks and responds to questions to further conversation.
Initiates interactions and shares ideas, but doesn't overly dominate discussion; always listens attentively while others speak.
Frequently asks questions when something isn't clear.
Greets people and takes leave using Spanish expressions.

Satisfactory: 4 points
Arrives to class on time.
Comes to class mostly prepared (see above).
Speaks only in Spanish.
Participates in most activities, usually with enthusiasm.
Contributes voluntarily during whole class activities.
Only rarely doesn't listen while others speak.
Sometimes asks questions when something isn't clear.
Greets people and takes leave using Spanish expressions.

Unsatisfactory: 3 points
Arrives no more than 5 minutes late.
Comes to class semi-prepared (text read but only more or less comprehended, analysis on apuntes sheet only partially completed).
Sometimes uses English during small group activities, but always uses Spanish during class discussion.
Participation is often limited to answering instructor's questions.
Is usually an active listener while others talk.
Sometimes contributes actively during small group activities.

Unacceptable: 0 points
Arrives 10 minutes (or more) late, leaves early, or leaves the room for extended periods during class.
Comes to class unprepared (text unread or perhaps nominally read but without looking up words, or without much comprehension, or text not analyzed).
Doesn't contribute to discussions*.
Doesn't listen while others talk.
Often uses English when speaking with instructor or classmates.
Doesn't pay attention and/or distracts others.
Displays a negative attitude or otherwise disrespects the instructor or classmates.
Uses personal electronic device in class (all devices need to be powered down and stowed away)

*Note: Merely showing up for class does not guarantee you will receive participation points. If you come but do not participate, you may receive 0 (zero) points.
PARTICIPATION GRADE

Instructor: Prof. Wilson

 Nombre: ____________________________

Please note that you are allowed 3 absences, after which your **final grade** (not participation grade) will lowered 1% for each additional unexcused absence.

<table>
<thead>
<tr>
<th>WK</th>
<th>Self-score</th>
<th>Prof’s revision</th>
<th>Professor’s comments</th>
<th>absences to date</th>
</tr>
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<tbody>
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